

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Education Services for the Deaf and Blind (DPI)

- | | |
|----------------------------------|---|
| District Goal 1: | Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology. |
| <i>Supports SBE Goal:</i> | Goal 1 – North Carolina public schools will produce globally competitive students. |
| District Goal 2: | Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities. |
| <i>Supports SBE Goal:</i> | Goal 2 – North Carolina public schools will be led by 21st Century professionals. |
| District Goal 3: | Every learning environment will be involving, respectful, supportive, inclusive and flexible for student success. |
| <i>Supports SBE Goal:</i> | Goal 3 – North Carolina Public School students will be healthy and responsible. |
| District Goal 4: | School leaders will create a culture that embraces change and promotes dynamic continuous improvement. |
| <i>Supports SBE Goal:</i> | Goal 4 – Leadership will guide innovation in North Carolina public schools. |
| District Goal 5: | Processes are in place for financial planning and budgeting that focuses on resource alignment and with priorities to maximize student achievement. |
| <i>Supports SBE Goal:</i> | Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems. |



Local Option Goals for The Governor Morehead School for the Blind

Local Options for 2011-12

Option 1: School Safety/Student Conduct.

GMS had seven (7) students that had discipline referrals of level three (3) or four (4) for the 2010-2011 academic year. The goal for the 2011-2012 academic year is to reduce student discipline referrals of level 3 and 4 by one (1) to six.

Option 2: Higher Expectations for Student Achievement.

At the end of the 2010-2011 academic year GMS had 88 percent of its students to be promoted to the next grade level. The goal for the 2011-2012 academic year is to have 90 percent of the student body promoted to the next grade level.

Option 3: Attendance.

The 2010-2011 academic year GMS had eighteen (18) students with combined absences. The goal is to reduce the number of students with combined absences to seventeen (17).

Local Options for 2012-13

Option 1: Higher Expectations for Student Achievement

The overall percentage of students earning a GPA of 2.5 or better for the 2011-2012 academic year was 90 percent. For the 2012-2013 academic year, we want to increase the student percentage to 92 percent.

Option 2: Parent Involvement

The percentage of parents participating in referral/placement decisions for the 2011-2012 academic year was 75 percent. For the 2012-2013 academic year the participation level is expected to be 80 percent.

Option 3: Community Involvement

The number of students completing community-based activities for the 2011-2012 academic year was 85 percent. An increase of five (5) percentage points to 90 percent for the 2012-2013 academic year is expected.

Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>Examine data from such areas as:</i></p>
<p>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)</p>
<p>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for The Governor Morehead School for the Blind

Vision:

The Governor Morehead School for the Blind will encourage all students to strive for the highest levels of educational excellence and integrity in all of life's endeavors, as exemplified by the professionals who serve them.

Mission:

Students served by The Governor Morehead School for the Blind will achieve their highest individual potentials through on-going assessments and consistent, enthusiastic practice of high expectation in both academic and Expanded Core Curriculum areas.*

**The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the ECC in addition to the core academic curriculum of general education. The ECC should be used as a framework for assessing students, planning individual goals and providing instruction. The ECC includes (www.afb.org):*

- * compensatory or functional academic skills, including communication modes*
- * orientation and mobility*
- * social interaction skills*
- * independent living skills*
- * recreation and leisure skills*
- * career education*
- * technology, use of assistive technology*
- * sensory efficiency skills*
- * self-determination*



LEA or Charter**Name/Number:****School Name/Number:** The Governor Morehead School for the Blind**School Address:** 301 Ashe Avenue, Raleigh, NC 27606**Plan Year(s):****Date prepared:****Principal Signature:** __________
Date**Local Board Approval****Signature:** __________
Date**School Improvement Team Membership**

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Director	Barbria Bacon		
Principal	Kelly Davis		
SIP Facilitator	Rick Coates		
Residential Life Representative	Dominic Mo		
Residential Life Representative	Laura Wooten (alternate)		
Teacher Representative	Rod Poole		
Teacher Representative	Daniel Simmons		
Teacher Representative	Lori Blake		
Teacher Assistant Representative	Carolyn Muldrow		
Parent Representative	Jan Brown		

* Add to list as needed. Each group may have more than one representative.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

In the spring of 2010, AdvanceED (SACS) did a Quality Assurance Review of GMS and found the following strengths. (1) Diversity is addressed through assessments and the instruction program. The student body is very diverse. The instructional program accommodates the needs of all the students through assessments, services, and academic programs, courses at local high schools, life skills programs and outreach services. (2) There is evidence of planning, sharing, and collaboration among staff. During observations and interviews, the team observed collaboration, sharing, and teaming among the staff. Collaboration among the staff provides an instructional program that is tailored to meet the needs of the students. (3) Assistive technology is an integral part of the instructional program. Assistive technology is a vital part of the school's instructional program. Computers, software, and other types of technology are available for students. Technology is integrated into the instructional program. Students use the technology very effectively. (4) Human Rights Committee addresses the concerns of the students. The Human Rights Committee is a voice for the students. Students share their concerns with the committee which composed of staff members. The committee investigates and responds to their concerns. During the interviews the students indicated that they were very appreciative and supportive of the committee's decisions. (5) The school communicates information regarding student progress to parents on a continual basis through progress reports, e-mails, and phone. Parents expressed a high degree of satisfaction regarding the school's communication with them. Progress reports are sent to the parents periodically. The school has made a concerted effort to maintain good communication with the parents through e-mails, phone calls, and teleconference calls. (6) Formal assessment data such as benchmark testing is used to monitor the student's Individual Education Plan (IEP) performance. Benchmark testing, assessments, and surveys are used to monitor each student's IEP performance. Each IEP is assessed quarterly to determine student performance. Placement of students in remedial classes is based on benchmark data. (7) Vision and purpose are clearly understood and shared by all stakeholders. The vision and purpose of the school drives the total school program. Stakeholders know the vision and believe that the school fulfills the mission and purpose.



2. What does the analysis tell you about your schools gaps or opportunities for improvement?

In the spring of 2011, DPI conducted a Comprehensive Needs Assessment (CNA) that was unpacked in the fall of 2012. Results of the unpacking found issues with regard to professional development, staff morale, structures and systems, and student achievement. The results were highlighted with decreases in student expectations and achievement, lack of confidence in using technology, data not being used or collected to align instruction, professional development opportunities not improving, as well as communication issues with parents. In many cases, opportunities to make improvements were controlled by outside stakeholders leaving the school and staff unable to initiate or follow-up on improvements. These lack of opportunities combined with extended periods of uncertainty regarding the direction and future of the school help to provide a decreasing morale within the school staff.

3. What data is missing, and how will you go about collecting this information for future use?

As a school for the blind, data needs to be collected to show support and progress within the Expanded Core Curriculum (ECC). Goals involving the ECC need to be established as well as goals regarding academics and parental involvement.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Results from the Comprehensive Needs Assessment highlights improvements with regard to staff morale, fidelity and rigor in teaching the various curriculums (SCS, ECC, OCS, Life Skills), baseline test upon entry, technology, and communication.

Priority Goal 1 and Associated Strategies							
Plan/Do	Area for improvement and supporting data: Assessment of all students who can read or who can comprehend what is read to them has not been done consistently. Research shows that the ability to read impacts all other subject areas.						
	<table border="1"> <tr> <td>School Goal 1:</td> <td>Raise word recognition levels to increase reading fluency and comprehension.</td> </tr> <tr> <td>Supports this district goal:</td> <td>Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.</td> </tr> </table>	School Goal 1:	Raise word recognition levels to increase reading fluency and comprehension.	Supports this district goal:	Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.		
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	Indicator:	Johns Reading Inventory results					
	Milestone date:	May 15th, 2012					
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.						
	<table border="1"> <tr> <td rowspan="3">Strategy 1:</td> <td>Strategy: Meet with all teachers trained in Johns and decide on a cut-off date for the baseline assessment.</td> </tr> <tr> <td>Action steps:</td> </tr> <tr> <td> 1. Meet with teachers the week of Jan. 16th-20th, 2012. 2. Decide on cut-off date of February 21st, 2012 for baseline data. </td> </tr> </table>	Strategy 1:	Strategy: Meet with all teachers trained in Johns and decide on a cut-off date for the baseline assessment.	Action steps:	1. Meet with teachers the week of Jan. 16th-20th, 2012. 2. Decide on cut-off date of February 21st, 2012 for baseline data.		
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	Action steps:						
	1. Meet with teachers the week of Jan. 16th-20th, 2012. 2. Decide on cut-off date of February 21st, 2012 for baseline data.						
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Strategy 4:		Strategy: Re-assess all students previously tested and record the results.					
		Action steps:					
		1. Re-assess by May 15th, 2012. 2. Submit data to lead assessor.					
	3. Combine all data (both baseline and 2nd assessment in one report).						

Plan/Do	Strategy 5:	Strategy: Evaluate the effectiveness of this approach.	
		Action steps:	
		1. Determine the percentage of improvement.	
		2. Analyze any differences in teacher/student groups.	
	Strategy 6:	Strategy: Plan next year's reading assessment schedule.	
		Action steps:	
		1. Select assessment tool and dates.	
		2. Determine which staff members will assess which students.	
	Check	3. Decide which staff member will collect and disseminate data.	
		4. Discuss how data will be used for instructional purposes.	
How will we fund these strategies?			
Funding source 1:		Funding amount:	
Funding source 2:		Funding amount:	
Funding source 3:		Funding amount:	
Funding source 4:		Funding amount:	
Funding source 5:		Funding amount:	
		Total initiative funding:	
Review frequency: Quarterly			
Act	Assigned implementation team:		
	What data will be used to determine whether the strategies were deployed with fidelity?		
	Word Recognition (Pre/post assessment using Johns Reading Inventory). Inventory log indicating pre/post results. (Completed in spring semester of 2012). Copy of results maintained by facilitator.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Johns Reading Inventory Pre and Post tests		
Check	What does data show regarding the results of the implemented strategies?		
	Results indicate a successful completion of the goal that exceed prescribed levels		
	Based upon identified results, should/how should strategies be changed?		
Act	We do not have any reliable results at this time. We are not ready to change strategies at this time.		

Priority Goal 2 and Associated Strategies

Plan/Do	Area for improvement and supporting data:	
	The Governor Morehead School does not have a Parent Teacher Organization (PTO). Research has shown parental involvement can have a positive impact on student performance. Because we are a residential school, and therefore most of our students' family members live a good distance from the school, we need to ascertain whether a PTO is feasible.	
	School Goal 2:	Ascertain whether a PTO is possible
	Supports this district goal:	School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
	Target:	A minimum of 8 families to represent and indicate a commitment to a PTO at our school.
	Indicator:	PTO Survey results
	Milestone date:	October 15, 2012
	Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	Strategy: E-mail will be the first tool used to decipher interest in a PTO. Action steps: 1. An e-mail list will be compiled no later than February 15, 2012. 2. The parent SIP team member will contact families on the list by May 15, 2012, and ask them if they are interested in being part of a PTO at our school. 3. During the May meeting of the SIP team, the parent SIP member will report to the SIP team the results of the e-mail request.
	Strategy 2:	Strategy: An information booth about the PTO will be set up during student registration day in August 2012 to survey other possible interested family members. Action steps: 1. The parent representative on the SIP team and other family members who indicated through e-mail their interest in PTO will work 2. They will compile a survey to disseminate to family members who come to registration. 3. They will greet and meet the family members on the day of registration and encourage them to complete the survey by Sept. 1, 2012. 4. They will collect and analyze the data by Sept. 8, 2012.

	How will we fund these strategies?	
	Funding source 1:	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Funding source 4:	Funding amount:
	Funding source 5:	Funding amount:
	Total initiative funding:	
	Review frequency: Quarterly	
	Assigned implementation team: all faculty, all residential staff, and administration	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Survey parent response towards forming PTA. "Pre" would be fall survey sheets indicating interest, and "post" would be final/spring membership list. Copy of results maintained by PTA/facilitator.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Survey sheets, Membership Lists, Membership applications	
	What does data show regarding the results of the implemented strategies?	
	Increase in interest in parents willing to participate in PTO	
Act	Based upon identified results, should/how should strategies be changed?	
	We do not have any reliable results at this time. We are not ready to change strategies at this time.	

Priority Goal 3 and Associated Strategies		
Plan/Do	Area for improvement and supporting data:	
	Assessment of students who can read or who can comprehend what is read to them has not been done consistently. Research shows that the ability to read impacts all other subject areas.	
	School Goal 3:	Raise reading levels to improve reading fluency and comprehension
	Supports this district goal:	Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.
	Target:	Fifty percent of our students who can read or comprehend when read to will improve their reading comprehension by a minimum of one level; i.e., each student will move from either frustrational to instructional level or instructional to independent level in a minimum of one graded passage.
	Indicator:	Johns Reading Inventory results
	Milestone dates:	First: January 15, 2013, and second: May 15, 2013.
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	Strategy: Decide who will assess and when the assessments will be completed.
		Action steps:
		1. By August 17, 2012, decide whether one or more assessors will be needed.
		2. (If more than one assessor is necessary), have a team meeting during the week of August 13th-17th to discuss assessment plans.
	Strategy 2:	3. Agree on a cut-off date of September 14, 2012 for baseline data.
		Strategy: Collect data in one report to submit by milestone date.
		Action steps:
		1. (If applicable), submit data by Sept. 21, 2012 to lead assessor.
	Strategy 3:	2. Combine baseline data in one report by Sept. 28, 2012.
		Strategy: Use data to implement individualization of reading comprehension goals for all student assessed.
		Action steps:
		1. Lead assessor will disseminate assessment data to all teaching staff by Oct. 12, 2012.
		2. Teaching staff will attend a ten-hour workshop in Oct. 2012 on reading in the content area.
		3. By Oct. 30, staff will create individualized lesson plans for the student they teach based on the assessment data.

Plan/Do	Strategy 4:	Strategy: Use data to help students select books for leisure reading.
		Action steps:
		1. With the assistance of the teacher in the Media Center, staff and their assigned students will choose appropriate books for leisure reading.
		2. Students will take AR tests on their books when they complete their reading.
		3. No later than January 15, 2013, the lead assessor will determine from AR Records if students are choosing books appropriate for their abilities; i.e., whether students are steadily increasing the reading level difficulty when their AR testing demonstrates they should be. (For example, if a child reads a book on AR Level 4.1 and passes the book's reading comprehension test with a 70% or higher score, he should next select a book on the 4.2 scale, and so on.)
	Strategy 5:	4. After this analysis, if necessary, the lead assessor and classroom teacher will help each student choose appropriate reading selections.
		Strategy: All staff will facilitate the reading of the above selected books (see Strategy 4).
		Action steps:
		1. Every Friday, 50 minutes of the designated period will be used for reading, money management, or signature writing. Individual teachers will determine the appropriate time allotment for each activity.
	Strategy 6:	2. The Residential Director will facilitate with her staff the scheduling of specific reading times during the weekly evening schedules.
		3. Records will be kept by instructional and residential staff and submitted to the lead assessor by May 15, 2013.
		Strategy: Re-assess all students previously tested and record results.
	Strategy 7:	Action steps:
		1. Re-assess by May 15, 2013.
		2. (if applicable), submit data to lead assessor.
		3. Combine all data (both baseline and 2nd assessment) in one report.
	Strategy 7:	Strategy: Evaluate the effectiveness of this approach.
		Action steps:
		1. Determine the percentage of improvement.
		2. Analyze the differences in teacher/student groups.
	Strategy 7:	3. Suggest ways to make the process more effective by sharing ideas that worked.

	How will we fund these strategies?	
	Funding source 1:	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Funding source 4:	Funding amount:
	Funding source 5:	Funding amount:
	Total initiative funding:	
	Review frequency: Quarterly	
	Assigned implementation team: all faculty, all residential staff, and administration	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Comprehension (Pre/post assessment using Johns Reading Inventory), Accelerated Reading program used for reinforcement of goal (records-Ms. Wooten). Special Friday participation records (facilitator) involving independent reading and word comprehension for reinforcement of goal.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Primary – Johns Reading Inventory Assessment (Pre & Post testing) Secondary – Participation logs in remediation class (Special Friday)	
	What does data show regarding the results of the implemented strategies?	
	Information not available until June 2013	
Act	Based upon identified results, should/how should strategies be changed?	
	Information not available until June 2013	

Priority Goal 4 and Associated Strategies		
Plan/Do	Area for improvement and supporting data:	
	Signature writing skills have proven to be a valuable communication tool, as well as a tool for developing self-esteem and independent living skills. All GMS students should be given the opportunity to develop a working signature.	
	School Goal 4:	Raise the level of signature writing skills in all students.
	Supports this district goal:	Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.
	Target:	A minimum of 60% of GMS students will show improvement in signature writing.
	Indicator:	Data collected through assessments
	Milestone date:	May 10, 2013.
	Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	Strategy: Assessment schedule
		Action steps:
		1. Pre-test all GMS students prior to September 14th.
		2. Mid-year assessment given before January 25, 2013.
	Strategy 2:	3. Post-test assessment given before May 10, 2013
		Strategy: Oversight and data collection
		Action steps:
		1. One individual will be assigned to oversee collection of data for all assessments.
	Strategy 3:	2. Data will be collected at the end of each assessment period.
		Strategy: Instructional practices to teach and reinforce.
		Action steps:
		1. Write initials.
		2. Write first and last name.
		3. Sign name within a confined space (using a signature guide)(if needed).

	Strategy 4:	Strategy: Reinforce skills with activities in classroom or off-campus activities.
		Action steps:
		1. Every Friday, 50 minutes of the designated period will be used for reading, money management, or signature writing. Individual teachers will determine the appropriate time allotment for each activity.
		2. During all school activities (instructional and residential), instructor will reinforce signature writing skills at least once a month. Document will indicate signature and activity involved (I.e., shopping list, deposit receipt, etc.).
	Strategy 5:	Strategy: Evaluate the effectiveness of this approach.
		Action steps:
		1. Determine the percentage of improvement.
		2. Analyze the differences involving the various instructional levels.
	3. Suggest ways to make the process more effective by sharing ideas that worked.	
	How will we fund these strategies? <div> Funding source 1: Funding source 2: Funding source 3: Funding source 4: Funding source 5: </div> <div> Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: </div>	
Review frequency: Quarterly		
Assigned implementation team: all faculty, all residential staff, and administration		
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Signature Writing (Expand Core Curriculum/Texas School) (Pre/post assessments-initials, full signature, signature card). Pre-assessment in fall semester, post assessment in spring semester. Special Friday participation records (facilitator) show involvement in weekly to monthly reinforcement of skills. Activity log (facilitator) showing students using skills outside of the classroom, supporting documents for each student maintained by student's case manager.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Primary - Teacher made assessment (pre & post testing) Secondary – Participation logs in remediation class (Special Friday). Activity logs showing reinforcement of skills outside of remediation.	

	What does data show regarding the results of the implemented strategies?
	Information not available until June 2013
Act	Based upon identified results, should/how should strategies be changed?
	Information not available until June 2013

Priority Goal 5A (Elementary School) and Associated Strategies			
Plan/Do	Area for improvement and supporting data:		
	The Governor Morehead School for the Blind recognizes the importance of the Expanded Core Curriculum (ECC) and its implementation to meet the visual needs of students with visual impairments. The GMS School Improvement Team selected the ECC Components, Independent Living Skills, to focus on money management.		
	School Goal 5A:	Raise GMS elementary school students' money management skills to improve daily living and independent living skills. GMS students will pass a teacher-designed money management assessment with 80% accuracy.	
	Supports this district goal:	Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.	
	Target:	50% of all GMS elementary students will improve their money management knowledge and skills.	
	Indicator:	Data collected through assessments.	
	Milestone date:	May 10, 2013	
	Goal 5A Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy: Develop curriculum and assessment tool and professional development seminar.	
		Action steps:	
		1. By August 13, 2012, develop money management curriculum and to be approved by the elementary school team by August 17.	
		2. By August 13, 2012, develop money management assessment tool and to be approved by elementary school team by August 17.	
	Strategy 2:	3. Conduct money management professional development by August 17.	
		Strategy: Decide who will assess and when the assessments will be completed.	
		Action steps:	
1. By August 15, 2012, decide whether one or more assessors will be needed.			
Strategy 3:	2. If more than one assessor is necessary, have a team meeting between Aug. 13-17 to discuss assessment plans		
	3. Establish baseline data by September 14, 2012.		
	Strategy: Oversight and Data Collection		
	Action steps:		
	1. One individual will be assigned to oversee collection of data for all assessments.		
	2. Data will be collected at the end of each assessment period.		
3. Collect data in one report to submit by milestone date (May 10, 2013).			
a. Submit data to lead assessor by May 1, 2012.			
b. Lead assessor will combine data into one report and submit by May 10, 2013.			

Plan/Do	Strategy 4:	Strategy: Assessment Schedule
		Action steps:
		1. Pre-test prior to September 14, 2012.
		2. Mid-year assessment by February 1, 2013.
		3. Post-test prior to May 10, 2013.
	Strategy 5:	Strategy: Instructional practices to teach and reinforce.
		Action steps:
		1. Academic:
		a. Differentiate coins and values.
		b. Make change for a dollar with a various combination of coins.
		c. Differentiate and organize different denominations of bills.
		d. Budgeting/purchasing decisions.
		e. Practice making a single-item purchase independently on-campus.
		2. Life Skills:
		a. Differentiate coins and values.
		b. Practice making a small purchase with assistance in the classroom.
		c. Differentiate and organize different denominations of bills.
		d. Budgeting/purchasing decisions.
		e. Practice making a single-item purchase with assistance on-campus.
		3. Every Friday, 50 minutes of the designated period will be used for reading, money management, or signature writing. Individual teachers will determine the appropriate time allotment for each activity.
Do	Strategy 6:	Strategy: Reinforce skills with activities on-campus and off-campus.
		Action steps:
		1. During on-campus, off-campus, and residential activities (i.e., CBI Trips, O&M Lessons, etc.) instructors will reinforce money management skills at least once a month. Documentation will include receipt, signature of instructor, and activity involved.
		2. Instructor will submit documentation to lead assessor.
	Strategy 7:	Strategy: Evaluate the effectiveness of this approach.
		Action steps:
		1. Determine the percentage of improvement.
		2. Analyze the differences involving the various instructional levels.
		3. Suggest ways to make the process more effective by sharing ideas that worked.

Plan/	How will we fund these strategies?
	<div> <div> Funding source 1: Funding source 2: Funding source 3: Funding source 4: Funding source 5: </div> <div> Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: </div> </div>
	Review frequency: Quarterly
	Assigned implementation team: all faculty, all residential staff, and administration
Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Money Management (Expand Core Curriculum/Texas School) (Pre/post assessments-teacher made). Pre-assessment in fall semester, post-assessment in spring semester. Special Friday participation records (facilitator) show involvement in weekly to monthly reinforcement of skills. Activity log (facilitator) showing students using skills used outside of classroom, supporting documents for each student maintained by case manager.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Primary - Teacher made assessment (pre & post testing) Secondary – Participation logs in remediation class (Special Friday). Activity logs showing reinforcement of skills outside of remediation.
	What does data show regarding the results of the implemented strategies?
	Information not available until June 2013
Act	Based upon identified results, should/how should strategies be changed?
	Information not available until June 2013

Priority Goal 5B (Middle School) and Associated Strategies			
Plan/Do	Area for improvement and supporting data:		
	The Governor Morehead School for the Blind recognizes the importance of the Expanded Core Curriculum (ECC) and its implementation to meet the visual needs of students with visual impairments. The GMS School Improvement Team selected the ECC Components, Independent Living Skills, to focus on money management.		
	School Goal 5B:	Raise GMS middle school students' money management skills to improve daily living and independent living skills. GMS students will pass a teacher-designed money management assessment with 80% accuracy.	
	Supports this district goal:	Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.	
	Target:	50% of all GMS middle school students will improve their money management knowledge and skills.	
	Indicator:	Data collected through assessments.	
	Milestone date:	May 10, 2013.	
	Goal 5B Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy: Develop curriculum and assessment tool and professional development seminar.	
		Action steps:	
		1. By August 13, 2012, develop money management curriculum and to be approved by the middle school team by August 17, 2012.	
		2. By August 13, 2012, develop money management assessment tool and to be approved by middle school team by August 17, 2012.	
	Strategy 2:	3. Conduct money management professional development by August 17, 2012.	
Strategy: Decide who will assess and when the assessments will be completed.			
Action steps:			
1. By August 15, 2012, decide whether one or more assessors will be needed.			
Strategy 3:	2. If more than one assessor is necessary, have a team meeting between August 13-17 to discuss assessment plans.		
	3. Establish baseline data by September 14, 2012.		
	Strategy: Oversight and Data Collection		
	Action steps:		
Strategy 3:	1. One individual will be assigned to oversee collection of data for all assessments.		
	2. Data will be collected at the end of each assessment period.		
	3. Collect data in one report to submit by milestone date (May 10, 2013).		
	a. Submit data to lead assessor by May 1, 2013.		
Strategy 3:	b. Lead assessor will combine data into one report and submit by May 10, 2013.		

Plan/Do	Strategy 4:	Strategy: Assessment Schedule
		Action steps:
		1. Pre-test prior to September 14, 2012.
		2. Mid-year assessment by February 1, 2013.
		3. Post-test prior to May 10, 2013.
	Strategy 5:	Strategy: Instructional practices to teach and reinforce.
		Action steps:
		1. Academic:
		a. Differentiate coins and values.
		b. Make change for a dollar with a various combination of coins.
		c. Differentiate and organize different denominations of bills.
		d. Budgeting/purchasing decisions.
		e. Practice making a small multiple-item purchase independently on-campus and off-campus.
		2. Life Skills:
		a. Differentiate coins and values.
		b. Practice making a small purchase with assistance in the classroom.
		c. Differentiate and organize different denominations of bills.
		d. Budgeting/purchasing decisions.
		e. Practice making a single-item purchase with assistance on-campus and off-campus.
		3. Every Friday, 50 minutes of the designated period will be used for reading, money management, or signature writing. Individual teachers will determine the appropriate time allotment for each activity.
	Strategy 6:	Strategy: Reinforce skills with activities on-campus and off-campus.
		Action steps:
		1. During on-campus, off-campus, and residential activities (i.e., CBI Trips, O&M Lessons, etc.) instructors will reinforce money management skills at least once a month. Documentation will include receipt, signature of instructor, and activity involved.
		2. Instructor will submit documentation to lead assessor.
n/Do	Strategy 7:	Strategy: Evaluate the effectiveness of this approach.
		Action steps:
		1. Determine the percentage of improvement.
		2. Analyze the differences involving the various instructional levels.
		3. Suggest ways to make the process more effective by sharing ideas that worked.

Plan	How will we fund these strategies?	
	Funding source 1:	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Funding source 4:	Funding amount:
	Funding source 5:	Funding amount:
		Total initiative funding:
	Review frequency:	Quarterly
	Assigned implementation team:	all faculty, all residential staff, and administration
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Money Management (Expand Core Curriculum/Texas School) (Pre/post assessments-teacher made). Pre-assessment in fall semester, post-assessment in spring semester. Special Friday participation records (facilitator) show involvement in weekly to monthly reinforcement of skills. Activity log (facilitator) showing students using skills used outside of classroom, supporting documents for each student maintained by case manager.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Primary - Teacher made assessment (pre & post testing) Secondary – Participation logs in remediation class (Special Friday). Activity logs showing reinforcement of skills outside of remediation.	
Act	What does data show regarding the results of the implemented strategies?	
	Information not available until June 2013	
	Based upon identified results, should/how should strategies be changed?	
	Information not available until June 2013	

Priority Goal 5C (High School) and Associated Strategies		
Area for improvement and supporting data:		
The Governor Morehead School for the Blind recognizes the importance of the Expanded Core Curriculum (ECC) and its implementation to meet the visual needs of students with visual impairments. The GMS School Improvement Team selected the ECC Components, Independent Living Skills, to focus on money management.		
School Goal 5C:	Raise GMS high school students' money management skills to improve daily living and independent living skills. GMS students will pass a teacher-designed money management assessment with 80% accuracy.	
Supports this district goal:	Every student excels in rigorous and relevant core curriculum that reflects what student need to know including mastery of languages, appreciation of the arts and competencies in the use of technology.	
Target:	50% of all GMS high school students will improve their money management knowledge and skills.	
Indicator:	Data collected through assessments.	
Milestone date:	May 10, 2013	
Goal 5C Improvement Strategies – Identify research-based strategies whenever possible.		
Strategy 1:	Strategy: Develop curriculum and assessment tool and professional development seminar.	
	Action steps:	
	1. By August 13, 2012, develop money management curriculum and to be approved by the high school team by August 17.	
	2. By August 13, 2012, develop money management assessment tool and to be approved by high school team by August 17.	
	3. Conduct money management professional development by August 17.	
Strategy 2:	Strategy: Decide who will assess and when the assessments will be completed.	
	Action steps:	
	1. By August 15, 2012, decide whether one or more assessors will be needed.	
	2. If more than one assessor is necessary, have a team meeting between August 13-17 to discuss assessment plans	
	3. Establish baseline data by September 14, 2012.	
Strategy 3:	Strategy: Oversight and Data Collection	
	Action steps:	
	1. One individual will be assigned to oversee collection of data for all assessments.	
	2. Data will be collected at the end of each assessment period.	
	3. Collect data in one report to submit by milestone date (May 10, 2013)	
	a. Submit data to lead assessor by May 1, 2013.	
b. Lead assessor will combine data into one report and submit by May 10, 2013.		

Plan/Do	Strategy 4:	Strategy: Assessment Schedule
		Action steps:
		1. Pre-test prior to September 14, 2012.
		2. Mid-year assessment by February 1, 2013.
		3. Post-test prior to May 10, 2013.
	Strategy 5:	Strategy: Instructional practices to teach and reinforce.
		Action steps:
		1. Academic:
		a. Differentiate coins and values.
		b. Make change for a dollar with a various combination of coins.
		c. Differentiate and organize different denominations of bills.
		d. Budgeting/purchasing decisions.
		e. Practice making a multiple-item purchase independently.
		f. Practice using money identification technology (e.g., appropriate iPhone, iPad, iPod applications).
		2. Life Skills:
		a. Differentiate coins and values.
		b. Practice making a small purchase with assistance in the classroom.
		c. Differentiate and organize different denominations of bills.
		d. Budgeting/purchasing decisions.
		e. Practice making a multiple-item purchase with assistance on- and off-campus.
		3. Every Friday, 50 minutes of the designated period will be used for reading, money management, or signature writing. Individual teachers will determine the appropriate time allotment for each activity.
	Strategy 6:	Strategy: Reinforce skills with activities on-campus and off-campus.
		Action steps:
		1. During on-campus, off-campus, and residential activities (i.e., CBI Trips, O&M Lessons, etc.) instructors will reinforce money management skills at least once a month. Documentation will include receipt, signature of instructor, and activity involved.
		2. Instructor will submit documentation to lead assessor.
	Strategy 7:	Strategy: Evaluate the effectiveness of this approach.
		Action steps:
		1. Determine the percentage of improvement.
		2. Analyze the differences involving the various instructional levels.
		3. Suggest ways to make the process more effective by sharing ideas that worked.

	How will we fund these strategies?	
	Funding source 1:	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Funding source 4:	Funding amount:
	Funding source 5:	Funding amount:
	Total initiative funding:	
	Review frequency:	Quarterly
	Assigned implementation team:	all faculty, all residential staff, and administration
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Money Management (Expand Core Curriculum/Texas School) (Pre/post assessments-teacher made). Pre-assessment in fall semester, post-assessment in spring semester. Special Friday participation records (facilitator) show involvement in weekly to monthly reinforcement of skills. Activity log (facilitator) showing students using skills used outside of classroom, supporting documents for each student maintained by case manager.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Primary - Teacher made assessment (pre & post testing) Secondary – Participation logs in remediation class (Special Friday). Activity logs showing reinforcement of skills outside of remediation.	
	What does data show regarding the results of the implemented strategies?	
	Information not available until June 2013	
Act	Based upon identified results, should/how should strategies be changed?	
	Information not available until June 2013	

Safe School Plan for the Governor Morehead School for the Blind	
Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.	
Name and role of person(s) responsible for implementing this plan:	Barbria Bacon School Director, Debbie Jackson and Fred McEachern Safety
Statement of Responsibility for the School District Superintendent In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.	
In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur according to the policies of the State Board of Education.	
Statement of Responsibility for the School Principal In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.	
In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur as specified by the student Code of Conduct, ESDB policies and procedures, Individual Education Plans, Behavioral Plans and Medical considerations.	
Statement of the Roles of Other Administrators, Teachers, and Other School Personnel In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:	
Assistant Principal(s): N/A	
Teachers: Training and procedures for school-wide positive behavior support system, Non-Violent Crisis Intervention practices, reporting incidents following staff and student handbook guidelines.	
Teacher Assistants: Training and procedures for school-wide positive behavior support system, Non-Violent Crisis Intervention practices, reporting incidents following staff and student handbook guidelines.	
Other School Staff: As trained -referring students for prevention and identification and intervention services.	

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

All students have an written Individual Education Plan (IEP) with a team of professionals and parents participating in the development of a plan to address students' academic, behavioral and transition services. GMS has professional services staff: Contracted psychiatrist, on-staff psychologist, school guidance counselor, social worker, behavior program technicians and speech language pathologist and occupational therapist. Students participate in individual and group standardized assessment and have individual achievement profiles and learning plans. Students with behavioral health concerns have a Functional Behavioral Analysis (FBA) and a Behavior Intervention Plan (BIP) is developed and adopted. Student with a medical diagnosis are followed by a multi-disciplinary team that includes the Director of Student Health, an RN, who manages medications. Student may be under the care of the GMS contracted psychiatrist or a private psychiatrist. Student may receive treatment on-campus or at home by Mental Health Therapists who work collaboratively with parents, students and GMS staff.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

A multi-disciplinary team assesses students who are not responding to the school-wide positive behavior system and has multiple disciplinary incident reports. Incident reports are written and discipline is determined based on the student handbook. Students may receive a lunch detention or a portion of the day in In-School-Suspension. For severe infractions Out-of-School-Suspension may occur. If an assault occurs, the School Resource Officer is called.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

School does not have an identified alternative learning program but may transition students from outside alternative learning programs that can benefit from small class size and supports.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Institute a locked campus.

Target: Entrances to all buildings on campus will be locked.

Indicator: Safety and security assessment indicated GMS is an open campus easily penetrable.

Milestone Date: Reviewed 2012-2013, ongoing updates.

Goal:	Institute a Lockdown Procedure coordinated with State Capitol Police.				
Target:	Include Managers/ staff in developing procedures. Create office/classroom materials/ Lockbox for 1st responders.				
Indicator:	Limited warning system for staff to keep students inside buildings if notified.				
Milestone Date:	Instituted January 2013 with training and materials. Practiced and drilled with students.				
In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).					
Target:					
Indicator:					
Milestone Date:					
Target:					
Indicator:					
Milestone Date:					
Target:					
Indicator:					
Milestone Date:					
In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:					
Professional Development	Planned/Completed				
Orientation Week - 2012 and 2013	Completed				
Positive Behavior Support & Non-Violent Crisis Intervention	Planned				
Mental Health and MIQ Teams	Planned				
Mandatory Workdays fall and spring	Planned				
Campus Lockdown Practices Annual Review	Planned				
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.					
State Capitol Police Officer and Security guards assigned to campus 24/7. Administrative team member continuously on call. Building Safety Representatives serve on a campus wide committee and communication system. Safety and security staff work closely with students, parents, staff and campus visitors.					

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

School representatives serve on the Human Rights Committee (HRC) which minimally meets quarterly with staff, parents and students "to review and examine programs or procedures related to student rights, safety, security and quality of life." HRC meets regularly with DisAbility Rights (DR) regional representative and DisAbility Rights presents workshop/information to the students. Parents are informed of the HRC and DR roles and are invited to participate. A School Improvement Committee with subcommittees work on specific issues that support school initiatives. GMS has a goal to increase parent involvement in the school and sends information home weekly to keep parents abreast of opportunities and the school's continuous improvements. Parents are members of their student's Individual Education Plan. Press releases and news stories are included community media. GMS includes the school community, parents, and representatives of the local community in open meetings, surveys, forums and committees - including on-going accreditation preparation and in accreditation interviews with review teams from the Southern Association of Colleges and Schools (Accredited through 2017) and the Council of Schools for the Blind, a national consortium. GMS staff participates in the Central Regional Education Alliance, continuously communicating with regional public school personnel and Department of Public Instruction representatives. GMS and Wake County Public Schools and North Carolina Central University partner with program development and campus programs.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Accelerated Reader & Math		School General Funds
Johns Reading Inventory		School General Funds
Non-Violent Crisis Intervention		School General Funds
Positive Behavior Support		School General Funds

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:						

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

[illegible]

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:						

Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:						

High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers, principals, paraprofessionals, and parents.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1							
Strategy 2							
Strategy 3							
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

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Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is providing written notification to parents in the following manner:						

School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school uses the following strategies to support and coordinate with the regular education program, in

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2011-2013**

LEA or Charter School Name/Number:

Select your school district/charter school

School Number(s)

Request for Waiver

1. Please describe the waiver you are requesting.

2. Identify the law, regulation, or policy from which exemption is requested.

3. State how the waiver will be used.

4. State how this waiver helps achieve the specific performance goals

(Please duplicate this sheet as needed for additional waivers.)

Signature of Superintendent/Designee

Date

